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ABSTRACT

Materials contained in this career guidance unit are designed to provide the seven-, eight-, or nine-year-old student with a framework of logical steps for decision making and problem solving. The seventeen activities included in the unit vary in length from thirty to sixty minutes; the entire unit requires approximately ten hours of instructional time and may be incorporated into the subject areas of language arts, health, and science. A variety of methods, such as games, puzzles, puppets, role-playing, flannelboard story, art activities and a gardening project, are designed to keep student interest at a high level and provide effective means of achieving the goals of the unit. Each lesson is outlined according to performance objective, materials and time needed. and steps for developing the learning activity. Patterns for use with activities are included. (TA)

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ED151596

Decision Making

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Level Two/Three

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Career Guidance
Mesa Public Schools
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OE 015 548

Preface

Making decisions and arriving at solutions to problems is a life-long task; some we make almost automatically while others require much thoughtful consideration. Unfortunately, it seems that quite often many of us go about solving our problems in a somewhat haphazard fashion, with little or no consideration of possible consequences or more desirable alternatives. At times we may make and work out a solution to a problem only to find that it is not helpful because we did not properly identify the problem. It is the purpose of this unit to provide the student with a framework of logical steps which can be applied to any situation needing a decision or a solution.

In several of these lessons the student's concept of the term "problem" is related to learning how to do or make something he hasn't done or made before, giving him an opportunity to apply a systematic process to these situations.

There are seventeen activities included in this unit. It is suggested that you teach a minimum of two sessions a week, and more if possible, since concentrating the concepts will provide greater impact and carry-over. The activities vary in length from 30 to 60 minutes; the entire unit will require approximately ten hours of instructional time and may be incorporated into the subject areas of language arts, health and science. The variety of methods used, including games, puzzles, puppets, role-playing, music, flannelboard story, art activities and a gardening project is designed to keep student interest at a high level and provide effective means of achieving the goals of the unit.

This unit has been field tested by classroom teachers with seven, eight and nine-year old students. We thank each teacher who assisted us and appreciate their contributions of their valuable time and suggestions. We also thank Mr. Byron McKinnon, Coordinator of Guidance Services, for his support in providing us with the resources and the time to undertake and complete this project, and to Dr. George N. Smith, Superintendent, who helped make the whole project possible. We also gratefully acknowledge the capable assistance of Doris Hazenfield, our secretary, for her expertise in "getting it all together."

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Donna Tuhey

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LESSON ONE

Performance Objective

The student will demonstrate an understanding of the word consequences.

You will need

Mr. Consequences (pattern given)

Time: 30 Minutes

Introduction

Class discussion will bring out that consequences are the results which should be considered in making a decision. Point out that a decision is making up your mind or making a choice.

Learning Activity

1. Introduce Mr. Consequences, the stick puppet, calling attention to his sad face and his happy face. Ask if anyone knows the meaning of the word consequences. (Consequences are the things that could happen as a result of a decision.) If no one knows, give the meaning yourself.

2. Give the children a problem such as: Mom said, "No cookies before dinner," and you must decide whether or not to eat the cookies you want. If you decide to eat them, which face might Mr. Consequences show? Have children suggest the bad things that might happen. If you decide not to eat the cookies, which face would Mr. Consequences show? Discuss the good things that might happen. Have the children choose which decision they feel is the best and why.

3. Ask the children to suggest some problems so that the class can consider the consequences. Write the children's ideas on the chalkboard. Choose one of the problems and ask a child to suggest a solution, then,

showing the correct face on Mr. Consequences, tell whether that solution might have good and/or bad consequences, and what they might be. Continue in this way until several solutions and their consequences have been given, then have students decide which they think is the best solution and why. Continue in this manner, using another one of the suggested problems and allowing as many children as possible to be Mr. Consequences. Use your judgement of the children's interest and their grasp of the concept in terminating the activity.

4. In the concluding discussion, draw out and stress that consequences are results to be considered before making a decision.

DIRECTIONS

Reproduce both smiling and frowning Mr. Consequences (this and following pages). Cut out each and glue edges together, leaving inner leg edges open. When dry, insert ruler or other stick.

LESSON TWO

Performance Objective

The student will demonstrate an understanding of the terms decide and decision, and will identify the types of decisions made by the significant people in his life.

You will need

A cookie and a piece of candy for each member of your class. These should be equally attractive so that making a choice will be difficult. A tray to arrange them on is desirable.

Time: 30 minutes

Introduction

The student will make a decision which involves a choice between a cookie or a piece of candy. Class discussion will point out that consequences should be considered in making a decision. Further discussion will concern the types of decisions made by parents, teachers, and other people he is acquainted with.

Learning Activity

1. Tell the children that today they will be finding out about making decisions. Ask if anyone knows what that means. Draw out 'make up your mind' - that usually there is a choice between several things or ideas.

2. Say, "Today, boys and girls, you are going to decide something: you may each have your choice of a cookie or a piece of candy - that may be a hard decision for you to make!" Display one type of cookie and one type of candy of as equal desirability as possible, making sure you have enough of each so that a child's choice is not limited. Then ask children to come and make a choice.

3. When all the children have had a turn, say, "You each made a decision. That means you made up your mind about which to take. You had to think about it. What are some things you considered in making your choice? (Which liked best - taste of each - which looked the best - which would last longest.) You thought before you made your choice, you considered the consequences of your choice." Ask if anyone wishes they had chosen differently. Encourage discussion. Point out that many times making a decision is really hard and that once a choice is made it usually cannot be changed. Ask children to contribute examples of hard decisions which they have made. Say, "Do you wish you had decided differently?" Encourage participation by all. Use the term consequences when possible.

4. "Every person in the world makes many decisions every day - our president, our mothers and fathers, your teachers, your friends, people who live in far-away places - everyone makes decisions. Several decisions I have made today are: (Teacher gives several examples.) Each time I made a decision I had to think what would happen if I decided one way, and then what would happen if I decided the other way. (Give an example such as: Time to get up, wanted to stay in bed, etc.)"

5. "What are some decisions your mother or father probably made today?" Encourage participation by all, and point out consequences of different choices.

6. Ask what decisions the following people might have to make: (Use as many as you want - the idea here is to point out that everyone makes decisions, that different people have different types to make, and that with the right to make decisions comes the responsibility of making choices where the consequences will be beneficial to everyone.)

    a. The principal

    b. Bus driver

    c. Doctor

    d. Cook in cafeteria

    e. Service station operator

    f. Cashier in supermarket

    g. Custodian

Summary

Today we have talked about decisions and learned that to make a decision or to decide means to make a choice. We discovered that making a decision can be hard and that we need to consider what will happen after the choice is made - the consequences of the choice. You each made a choice that was important to you. Most of you were happy with your decision. In our next lesson we will talk about personal decisions.

LESSON THREE

Performance Objective

The student will understand that a personal decision is one made by himself.

You will need

Art supplies as determined by the activities you provide. (Clay, water colors, paste, scissors, paper, crayons, etc.)

Time: 45 minutes

Learning Activity

1. Review with students the meaning of decision and consequences.

2. Write the words "personal decision" on the chalkboard. Explain that personal decisions are those which affect only the person making them, such as choosing what clothes to wear, what foods to eat, television programs to watch, or books to read. Point out that the decision made by them in the last lesson (choosing cookie or candy) was a personal decision.

3. Say that today they will each be making a personal decision about an art activity they will do that day. Ask them to consider the consequences to them of each possible choice. Show them the different choices you have provided such as clay, salt dough, watercolors, cut and paste, crayon mural, etc., perhaps showing several samples of how the media might be used.

4. Ask for indications of choice - by hand or moving to a certain area of the room. Allow ample time for this and also for the next step.

5. Have students get their supplies by whatever method you prefer. It is important that enough supplies for each activity be provided so that students are not

limited in their choice. Let them work without interference except when help is requested.

6. Upon completion of projects have students help bring order from the chaos in manner you prefer.

7. Bring closure by pointing out that they made a personal decision, each decided for himself what he would do. Ask if each of the following situations would represent a personal decision.

    a. Choosing a library book. (Yes)

    b. Deciding on party refreshments for our Halloween party. (No)

    c. Deciding on a free-time activity. (Yes)

    d. Choosing your breakfast cereal from the cupboard. (Yes)

    e. Choosing an activity for the class for P. E. time. (No)

Optional

Your children might enjoy learning this song. It could be printed on a chart to hang in your room. It is sung to tune of "Three Blind Mice."

Decisions to make,
Decisions to make,
Which shall I choose?
Which shall I choose?
Forever a spin, I find I'm in,
Forever a spin, I find I'm in.
Decisions to make.
Decisions to make.

Decisions to make.
Decisions to make.
Which shall I choose?
Which shall I choose?
A dollar, a scholar, a pink penny pig.
A dollar, a scholar, a pink penny pig.
Decisions to make.
Decisions to make.

By Hope Mitchell

LESSON FOUR

Performance Objective

The student will demonstrate that the consequences of a personal decision may affect others.

You will need

Optional: Mr. Consequences (Lesson One)

Time: 30 minutes

Learning Activity

1. Recall the previous activity where each child made a personal decision about an art project. Point out that the consequences of each person's decision did not matter to anyone except that person, but that sometimes the consequences of a personal decision matter to many others.

2. Say that you are going to make a personal decision that will affect all of them. They are going to play a game, Seven-Up (rules given at end of lesson) and the decision you make will be choosing 7 people to be "it". Make your choices, then point out how it affects the persons chosen and the rest of the class.

3. Start the game; as "its" go about the room pushing thumbs down, explain that they are making personal choices which are affecting each person in the class, some because they are being chosen to play, others because they are being left-out.

4. During the game, point out how each person whose thumb was touched is now making a personal choice by naming who he thinks touched him, and how the consequences affect both of them.

5. You may want to play long enough for each child to have a turn. Follow game by getting reactions from the students on the following situations. You could use "Mr. Consequences" (Lesson One) to indicate if the consequences would be pleasant or unpleasant.

a. What might the consequences be from a personal decision to stay up and watch a late show on television? Would these consequences have an effect on others?

b. What might the consequences be from a personal decision to finish all of your school work each day? Would these consequences have an effect on others?

c. What might the consequences be from a personal decision to trip someone going past you? Would these consequences have an effect on others?

d. What might the consequences be from a personal decision to talk to someone during class work time (teacher may specify a certain time using term common to her classroom)? Would these consequences have an effect on others?

e. What might the consequences be from a personal decision to help someone at home by doing some extra work? Would these consequences have an effect on others?

6. Summarize by pointing out that there are consequences of any decision we make; sometimes the consequences affect only the person who makes the decision, sometimes they affect others also. We should always consider what the consequences might be before we make a decision.

SEVEN-UP

Seven children are chosen to be "it". They stand in front of the room. A designated person gives the order, "Heads down, thumbs up." All players not included in the "seven-up" put heads down on desks, shut eyes, and with one elbow resting on desk raise the thumb of that hand in the air. When all are in that position, the "seven-up" walk around quietly, each selects one person and pushes the erected thumb down (gently, please!), then quietly walks back to the front of the room. When all are again in place there, the designated person gives the order, "Heads up, seven-up!" Participants raise their heads, and the seven whose thumbs were pushed down stand up. The designated person calls individually on each person standing to guess which of the seven in front pushed his thumb down. If he is successful, he takes that person's place in front; if unsuccessful, he sits down and the person who escaped detection gets to remain in front. As soon as all seven have had the opportunity to guess, the game starts over again.

LESSON FIVE

Performance Objective

The student will report on the consequences of a personal decision he felt glad or sad about.

You will need

3 inch square; directions follow.

Preliminary Task

Make a 3 inch square from two different colors of tagboard, as black on one side, yellow on the other. Glue them together well, especially at the edges. The size of the square is not of great importance, but it should be heavy enough to toss into the air as if flipping a coin.

Time: 30 minutes

Introduction

This activity is intended to help the student realize that the consequences of decisions which he makes may result in good or bad feelings. Encourage good listening behavior as indicated in Activity 3.

Learning Activity

1. Tell the students that today they will be playing a game. Each one will have a chance to play, and each one will get to make a decision: who will have the next turn. Show them the square you have prepared; tell them they will toss it into the air; if it comes down with the yellow side showing, they will tell the consequences of a decision they made which gave them good feelings, if it comes down with the black side showing, they will tell the consequences of a decision they made which gave them bad feelings. Take your turn first so they will understand.

2. When your turn is completed, point out that now you are going to make a decision; you are going to choose someone to be next. Make your choice.

3. If necessary, help students verbalize during the game by asking, "What did you have to make a decision about? What were the consequences? Did you feel good or bad about the consequences? Why?" When a student finishes his turn, he chooses the next person to flip the square. Although it is natural that we want each child to have an opportunity to be "it", we cannot limit the player's choice of who he can choose by suggesting that someone be chosen who has not had a turn, or that girls choose boys and vice versa, or any method which would limit choice.

4. To improve listening skills, occasionally ask a student to repeat what someone else has said. Reinforce good listening by making a comment such as, "John really listened. He remembered that Denise said_____."

5. When you are ready to conclude this activity, you might give those who did not get chosen an opportunity to share also.

6. Summarize by pointing out that since the consequences of our decisions have such effect on our feelings we should consider what they will be before the decision is made.

LESSON SIX

Performance Objective

The student will make a decision for a character in an unfinished story.

Preliminary Task

Become familiar with the story so it can be told, not read.

Time: 30 minutes

Introduction

In this lesson the children will listen to a story, make individual decisions about the ending, and will discuss the decision the character in the story has to make.

Learning Activity

1. Review with your class the meaning of personal decisions.
2. Tell the children that today they are going to hear a true story about a boy who has a decision to make. The decision is a personal one and will affect other people.
3. Introduce the following story. You will probably be more comfortable if you tell the story rather than read it to the class. This gives you the opportunity to present it more dramatically and with greater freedom.

Story

Every morning Bobby's mother fixed his lunch, but today was special. Bobby's mother was in the hospital with his new baby sister. This morning Bobby's dad fixed breakfast and then he gave Bobby 35¢ to eat lunch in the school cafeteria. Bobby got to school early and he joined some children from his class who were playing with their cars. Paul had the most super car that Bobby had ever seen. It was a silver dragster and it looked exactly like a real one. "Wow!" said

Bobby, "I sure wish I had a car like that!" Paul said, "Oh, I've got more cars at home just like it. Do you want to buy this one?" "Gee, I don't think my Dad would give me the money, it must have cost a lot," said Bobby. "No," said Paul, "I'll sell it to you for 35¢; they're having tacos in the cafeteria and I forgot my lunch money." Bobby hesitated, "Well, do you have 35¢?" asked Paul. "I do, but my Dad wouldn't want me to spend my lunch money," Bobby replied. "Oh, brother, are you a baby! How would your Dad know...do you want the car of not?" Paul said. All the kids were now looking at Bobby and they had laughed when Paul called him a baby. Bobby didn't want them to laugh at him, but he knew his Dad trusted him and would be disappointed if he spent his lunch money on the car. Of course, he really did like the silver dragster.

4. Ask the class the following questions:

   a. What do you think Bobby should do?
   b. Who does his decision affect? How?
   c. What would you do?

   Give students ample time to discuss these questions and also any difficult decisions they have had to make. Remind them of Mr. Consequences" and his part in making decisions.

5. If you have time, allow the children to role-play the story. You will need these characters: Dad, Bobby, Paul, kids in class (3 or 4). They may act out the story and stop where the decision is to be made. Then let someone come up and act out his decision for the story. Allow as many children as possible to share their decisions through the role-playing.

6. Summarize by pointing out that different people may arrive at different decisions about a given situation and that our decisions are influenced by our values.

LESSON SEVEN

Performance Objective

The student will demonstrate an awareness of the need to have input from all members of a group when a group decision is to be made.

You will need

Flannelboard; flannelboard characters: giraffe, kangaroo, bee, owl, elf and mouse; flannelboard objects: 3 trees (willow, oak, mimosa), tears, scooter, thinking cap, box, Willy-Wog-What, cloud, clock, sparkler with dynamite

Preliminary Task

Become acquainted with the story and both endings. It is desirable to practice manipulation of the characters in conjunction with the story.

Time: 45 minutes

Introduction

In this lesson the teacher will read (or tell) the beginning of a story, using a flannelboard. There must then be a class decision regarding which ending they want to hear.

Learning Activity

1. Say, "Today we are going to have a flannelboard story about Jimmy Giraffe and some bad trouble he got into."
2. Read (or tell) the story which follows, as far as is indicated, illustrating it with the flannelboard characters.

STORY

One hot, summer day Jimmy Giraffe was wandering through the forest nibbling on leaves from the top of the trees, taking

here a few from a willow tree, and there a bunch from an oak tree, and over there he found one of his very most favorite trees - a mimosa. It seemed to Jimmy that leaves from a mimosa tree were the tenderest, juiciest, yummiest leaves in the whole world. He nibbled and nibbled, and nibbled some more, and was feeling that he was getting almost too full for another bite, when just then he spied, way, way, way up at the top of the tree, the very greenest, crispiest-looking bunch of mimosa leaves he had ever seen. He stretched and stretched and stretched and str-r-r-r-e-e-tched his neck and almost had those leaves in his mouth when crickety-crack! a bone slipped out of place in his long, long neck! Ow! Ouch! He tried to bend his back but he couldn't - not even the least little bit! Poor Jimmy, he was really in big trouble - he couldn't bend his head over, and when he tried to take a step he could feel it jarring and throbbing in his poor, sore neck. "Oh, dear," he cried, "What shall I do? I can't bend my head. I can't take a step, I'll just have to stay here like this forever!" Big tears started rolling down Jimmy's cheeks, and plopping onto the ground. After standing there all alone for what seemed like forever (but really wasn't very long), Jimmy heard a sound like swish - scrape! - swish - scrape - at first in the distance, but coming closer and closer. Jimmy was really worried! What if it were a lion and here he was not able to move! He was afraid he would be the lion's next meal! The sound came closer and closer, and suddenly here came Kathy Kangaroo, riding on her scooter - that was what made the unusual noise! "Hi, there, Jimmy," said Kathy, "Are you having a good breakfast of mimosa leaves?" "Oh, Kathy," cried Jimmy, "I'm so glad to see you!" "You see, I have a bad crick in my neck and I can't bend it and when I take a step I can feel it jarring and throbbing in my poor, sore neck, so I can't move, and I'll just have to stay here forever!" "Now, Jimmy, don't get so upset," Kathy replied, "I'm sure we can think of something to do to get you out of the bad trouble you are in." Kathy jumped off her scooter and patted him to show him she cared about him. Then she put on her thinking cap and started trying to think of some way to help Jimmy out of his bad trouble. Think, think, think! Then all of a sudden! An idea! A good idea! "I've got it!" Kathy shouted, "I know what to do - don't worry - I'll be right back with some extra special help." Onto her scooter she jumped and off she went, swish! scrape! swish! scrape!

3. After stopping the story, say, "This story has two endings and I don't know which one to use. We have time to hear only one so perhaps you can help me decide. You know that to decide is to make up your mind, but this time everyone in the room will have to decide the same way. This is not

a personal decision, it is a group decision. In a group decision everyone helps decide. Let me tell you a little bit about each ending: In one ending Kathy Kangaroo rides off on her scooter and when she comes back she has a mysterious box in her hand - something live is in the box and it is able to make Jimmy Giraffe's neck well again. In the other ending, Kathy gets Elmer, who is a tricky little elf, to help. Elmer uses two strange objects to to get Jimmy out of his bad trouble. Now, how shall we solve this problem about which ending to hear now?

4. Class must arrive at a consensus. Accent the concept that input from everyone is desirable, that the wishes of each one are important, not just those of the strongest, oldest, loudest, most verbal, etc.

5. Complete the story, using the ending the class has chosen. (It is suggested that the 2nd ending not be given later, as this gives an impression that you can "have your cake and eat it too." This lessens the impact of making a choice between two desirable alternatives.)

The Mysterious Box Ending

After being alone again for what seemed like forever (but really wasn't very long), Jimmy heard Kathy coming back - swish! scrape! swish! scrape! Here she came on her scooter with a little box in her hand. Jimmy was really puzzled about how something so small could help him. "What do you have in that little box, Kathy?" Jimmy asked. "I can't tell you yet," Kathy replied, "It will work better if it is a surprise, so don't look now!" "Okay, I won't," Jimmy said, and he rolled his eyes up to look at the sky. Kathy hopped off her scooter and whispered into the box, "Get him right above the tail," and - all of a sudden - out of the box came Buster Bumble Bee! He whipped through the air and dive bombed straight down - down and - STUNG Jimmy right above the tail! "O-w-w-w-w-w-!!" Jimmy gave a scream and a tremendous leap into the air. When his four legs hit the ground again there was a tremendous crickety cr-r-r-r-r-ack! and the bone that was out of place in Jimmy's neck slipped back into place. "M-m-m-m," Jimmy murmured. "M-m-m-m, my neck feels so much better - but what happened?" "I happened," bragged Buster Bumble Bee. "Kathy asked me to sting you to make you leap into the air - she thought when you landed hard on all 4 feet, it would jar your neck back into place." "And it did," said Kathy, "I am sorry you had to be stung, but it worked." "Yeah, I'm sorry too, but you've got to admit, when I sting, you know you've been stung," Buster said. "That's okay, it did hurt, but it really worked, so I thank you both very much,"

said Jimmy, "And if I ever get into this bad trouble again, I'll call on you, my two good friends, for help."

The Elusive Elf Ending

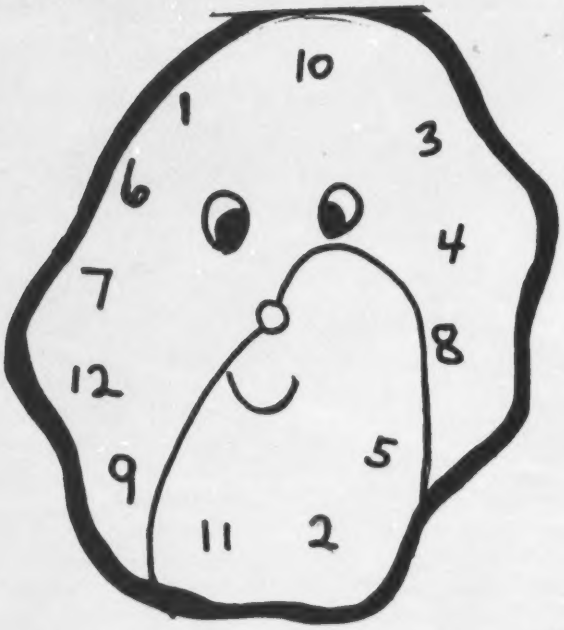
Back through the forest she went and when she got to the oak tree there at the foot, she saw Fanny Fieldmouse nibbling on an acorn. "Good morning," answered Fanny. "You seem to be in a hurry." "Oh, I am," Kathy Kangaroo replied, "You see Jimmy Giraffe has a bad crick in his neck and he can't move his head and I am on my way to find Elmer the Elusive Elf to ask him to perform one of his mystical, magical maneuverings to help Jimmy get out of this bad trouble he is in. Do you know where he is?" "I don't know," Fanny Fieldmouse answered. "But I saw Wilbur-Wise-Owl sitting in the willow tree a few minutes ago, and if you ask him he can tell you - he knows everything, you know." "Good idea! Thanks! Goodby!" Kathy exclaimed, and off she went on her scooter, swish - scrape, swish - scrape, back through the forest to the willow tree.

Sure enough, there was Wilbur-Wise-Owl, just as Fanny Fieldmouse had said. "Hello, Wilbur!" shouted Kathy. "I need your help." "How-do-you-do?" replied Wilbur, "how-can-I-help-you?" "I need to find Elmer the Elusive Elf to ask him to perform one of his magical tricks to help Jimmy Giraffe get out of the bad trouble he is in. Do you know where I can find him?" asked Kathy. "Just happens I do. I saw him not two jiffies ago, performing some mystical, magical maneuverings over by the Willy-Wog-What," Wilbur told her. "Thank you! Goodby!" and off Kathy Kangaroo went on her scooter, swish - scrape, swish - scrape, through the forest to the Willy-Wog-What, and sure enough, there was Elmer the Elusive Elf. "Oh, Elmer, I am glad to see you! Can you come perform one of your mystical, magical maneuverings to help Jimmy Giraffe out of the bad trouble he is in?" "Glad to!" exclaimed Elmer and with a single wave of his hands he disappeared in a cloud and reappeared at Jimmy Giraffe's side. "Hi, Jimmy," Elmer said, "I came to help you." They heard a sound in the distance, swish-scrape, swish-scrape, and soon Kathy Kangaroo came into sight on her scooter. "Please see if you can help Jimmy," she begged. Elmer nodded his head and whirling around on one toe 3 times, reached up with his right hand and suddenly--from nowhere--he was holding a lighted sparkler (like perhaps you have played with on the 4th of July). This sparkler was different, though, because just where the sparkling part and the handle joined there was a long fuse which was connected to several sticks of dynamite! He reached up again and suddenly--from nowhere--he was holding a crazy mixed-up clock. Its shape was saggy, the numbers on

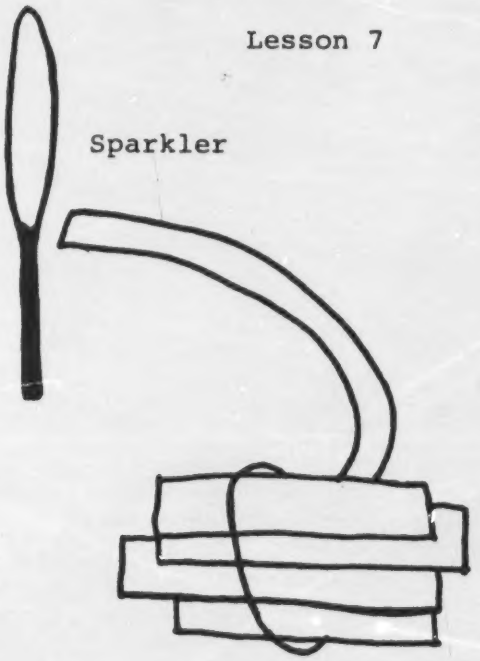
its face were all mixed up, and it was sitting on its hands! Elmer ran over and pushed the sparkler into the ground by Jimmy. "Now," he said, "I'll set the alarm on the clock to go off in three hours, but since this is a crazy mixed-up clock it will happen in 3 seconds." "What will happen?" asked Jimmy. "The sparkler will burn down to the fuse that will light the dynamite and the explosion will jar the ground enough to cure the crick in your neck." "Wow! I'm not waiting for that to happen!" yelled Jimmy. He gave a great leap into the air, and when he came down on all four feet there was a tremendous crickety-crack! and the bone that was out of place in Jimmy's neck slipped back into place. Elmer whirled around on one toe three times and suddenly--into nowhere--went the sparkler, dynamite and clock. "M-m-m," Jimmy murmured, "My neck feels so much better!" "Well, my magic and I fixed things again!" Elmer said. "I knew you would be afraid of the dynamite and would try to get away from it, and once you moved you would be o.k." "You were right," said Jimmy, "and I thank you for helping me out when I was in such bad trouble. If I ever get into this bad trouble again, I'll call on you, my two good friends, for help."

Summary

Point out that the class has made a group decision and that in making group decisions the wishes of each member of the group must be considered, not just those of individuals with the most power.



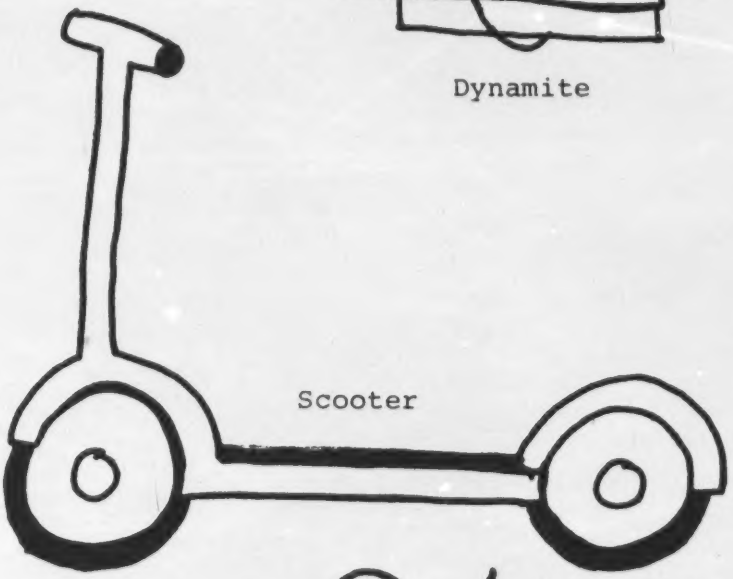
Crazy Mixed-up Clock



Sparkler

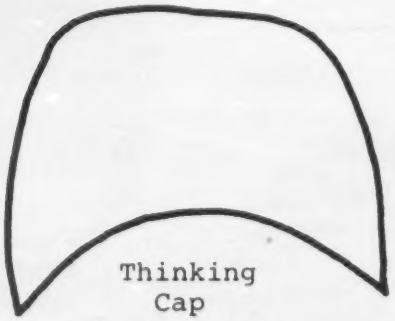
Dynamite

Buster Bumblebee

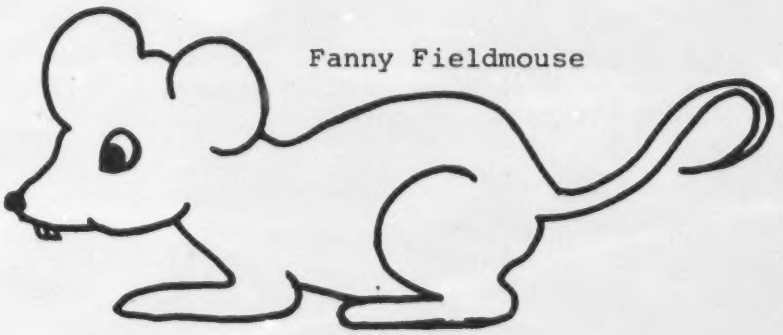


Scooter

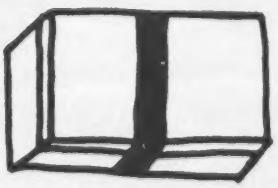
Tears



Thinking Cap



Fanny Fieldmouse

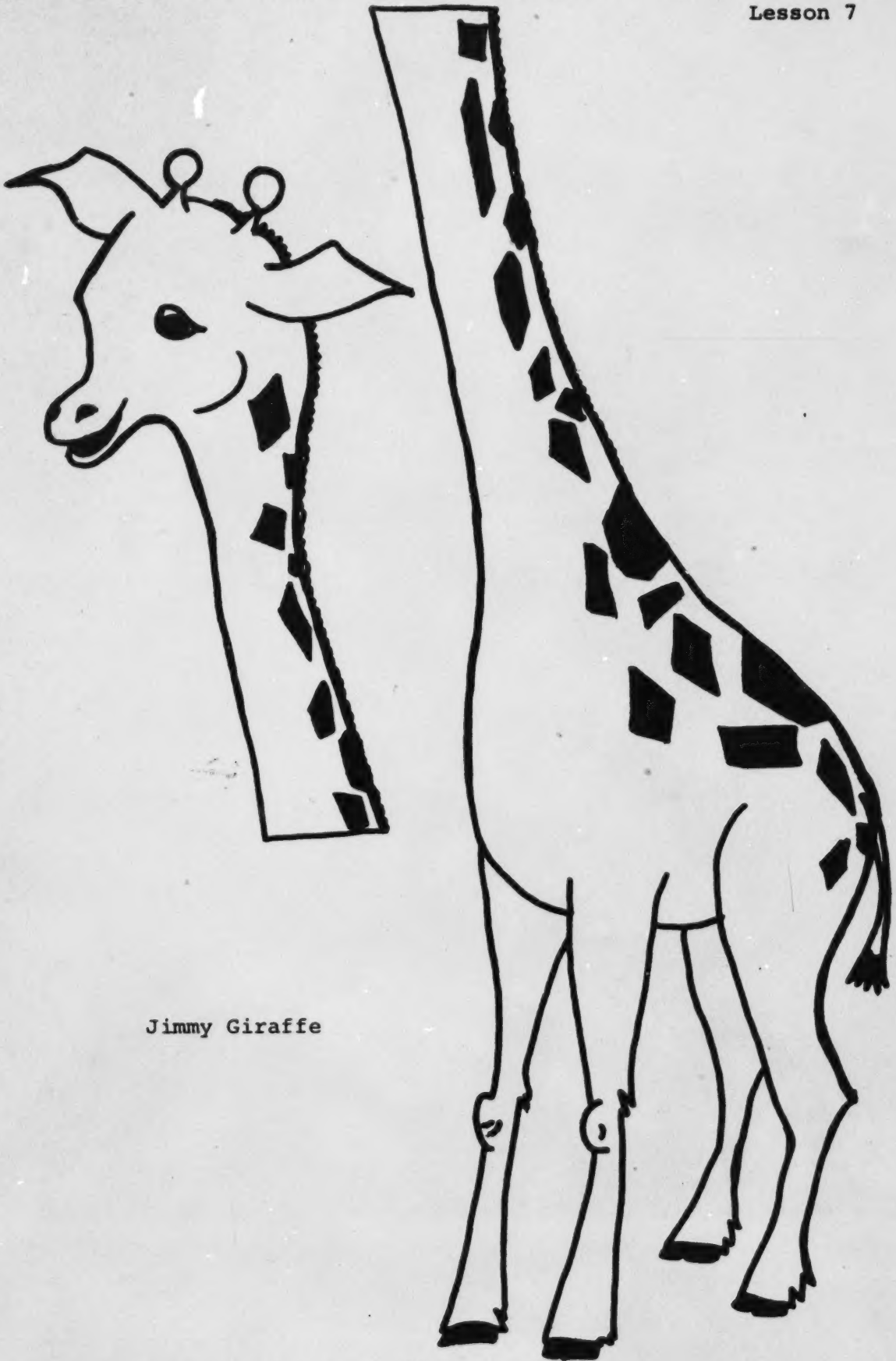


Mysterious Box

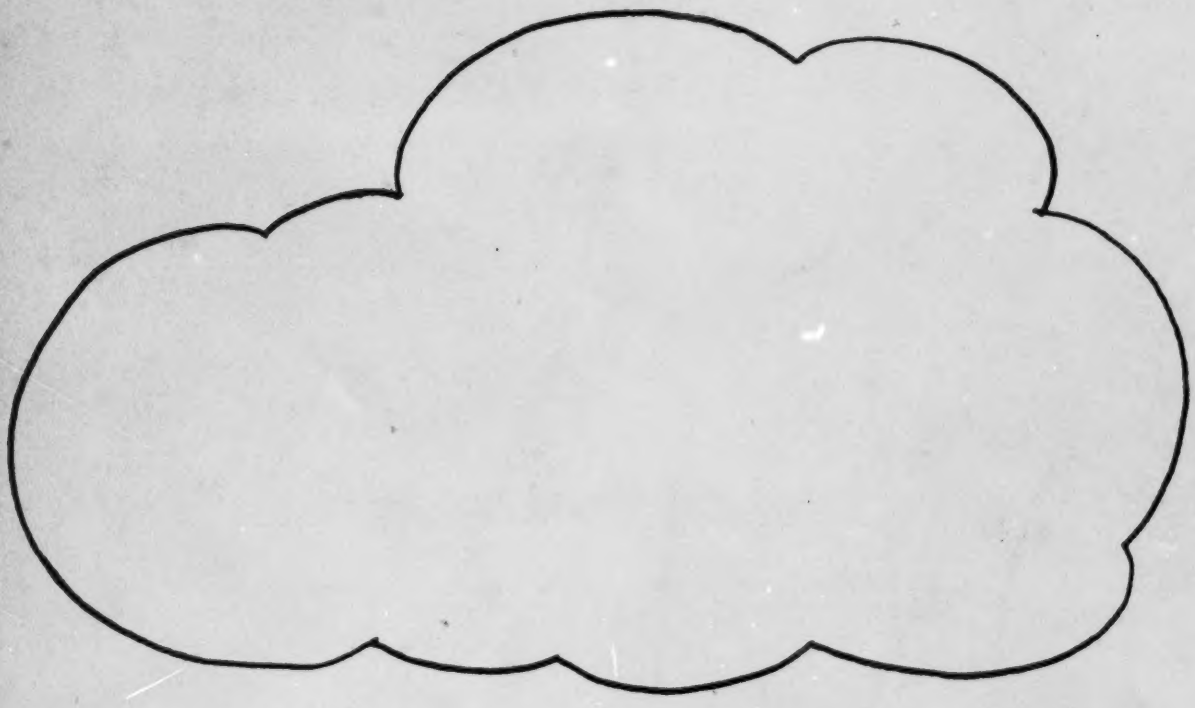
Elmer
the Elusive Elf

Wilbur-Wise-Owl

Kathy
Kangaroo

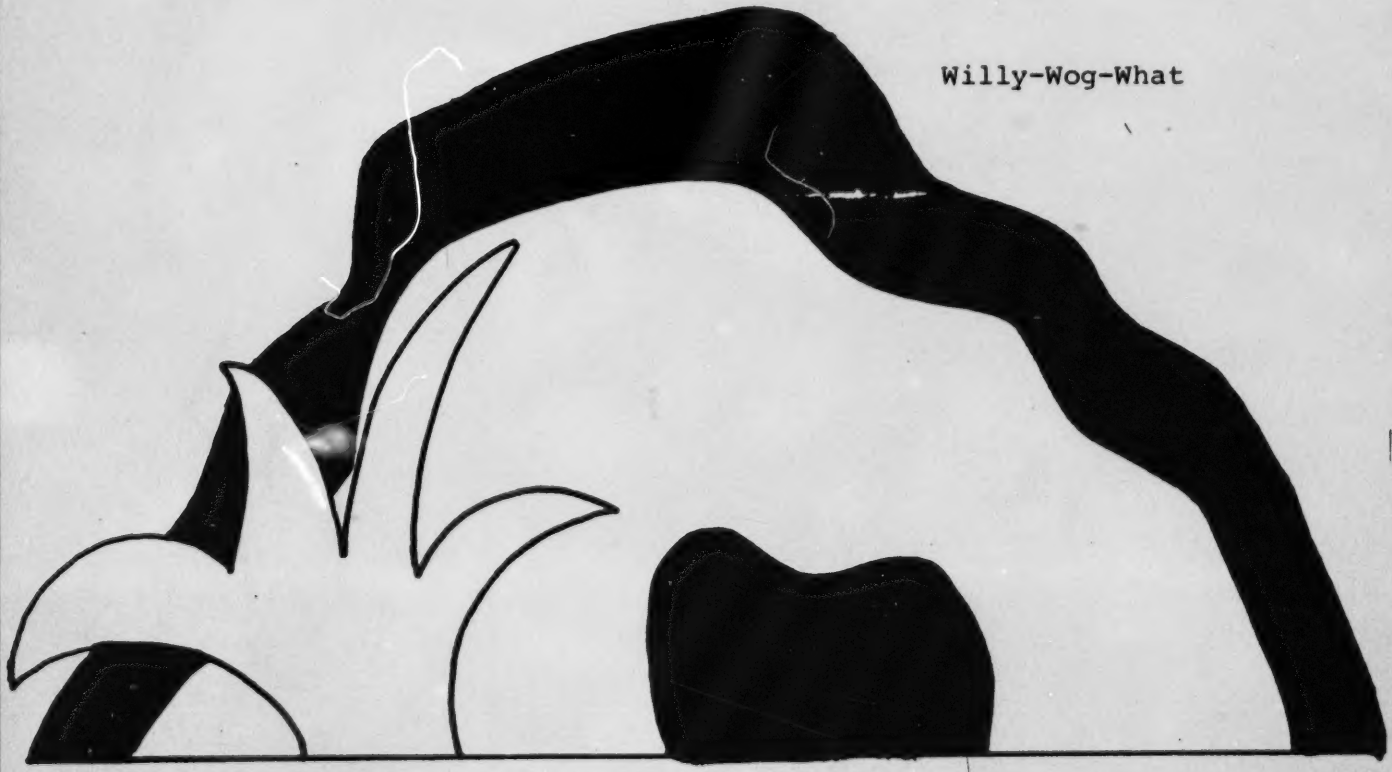


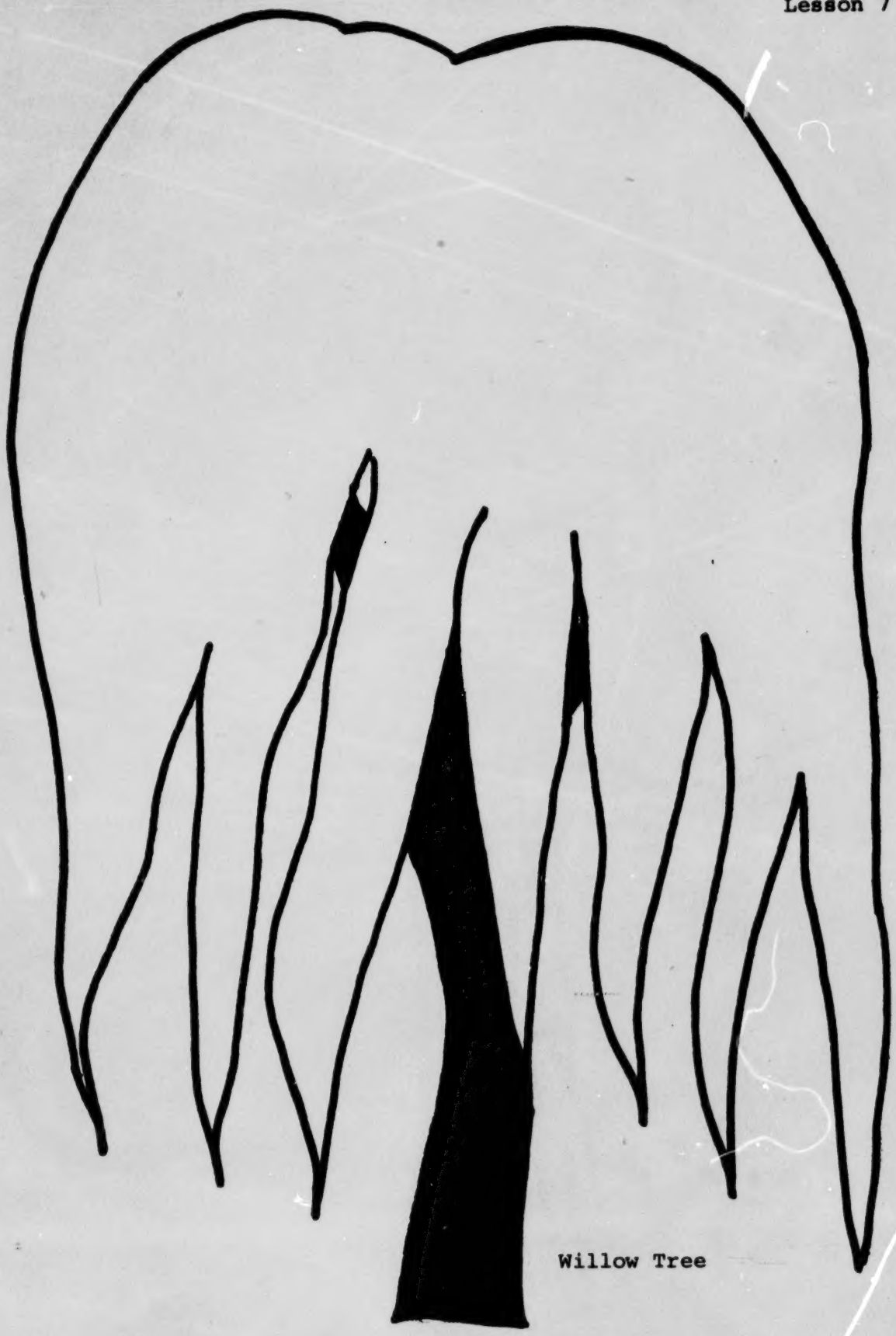
Jimmy Giraffe



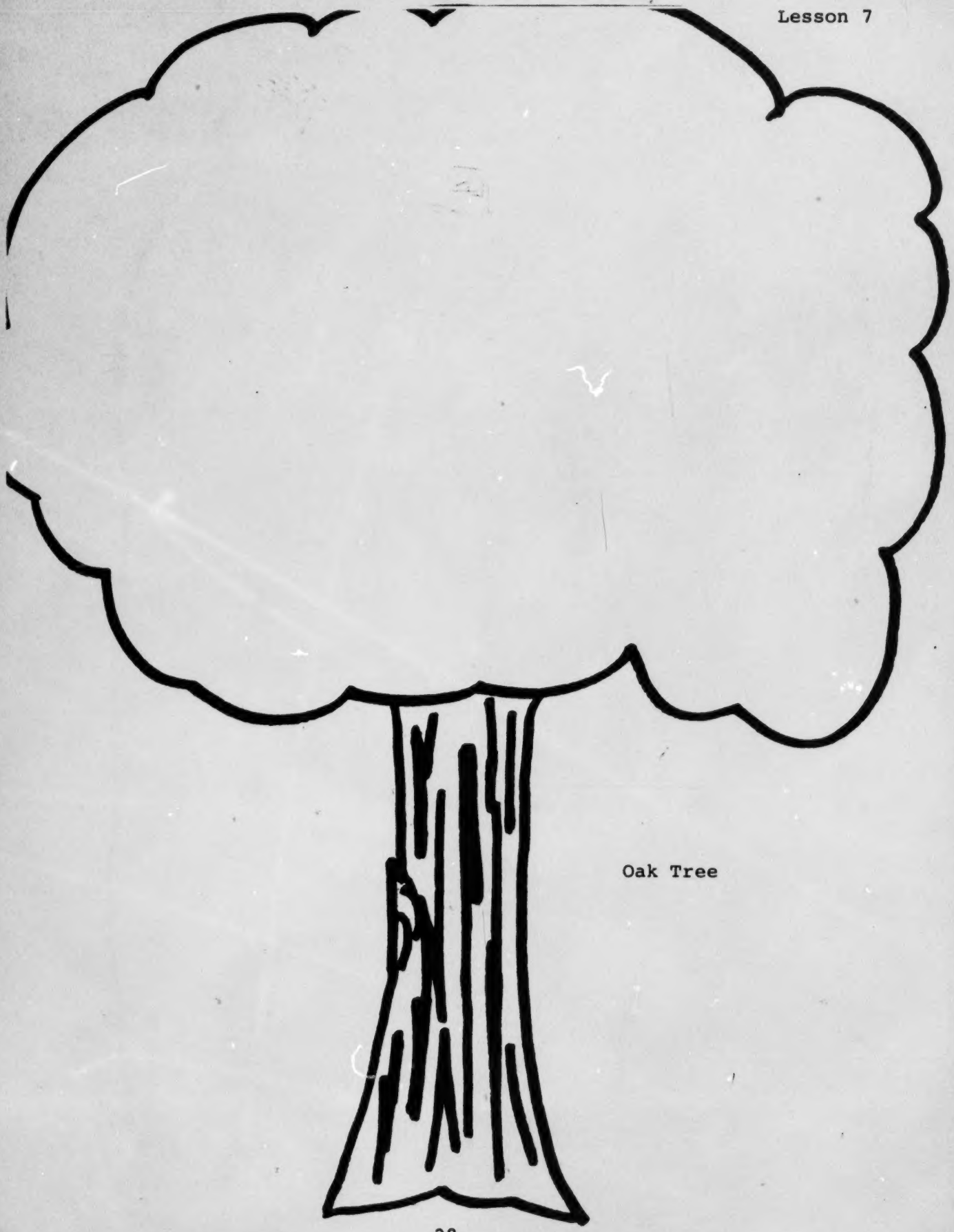
Cloud

Willy-Wog-What

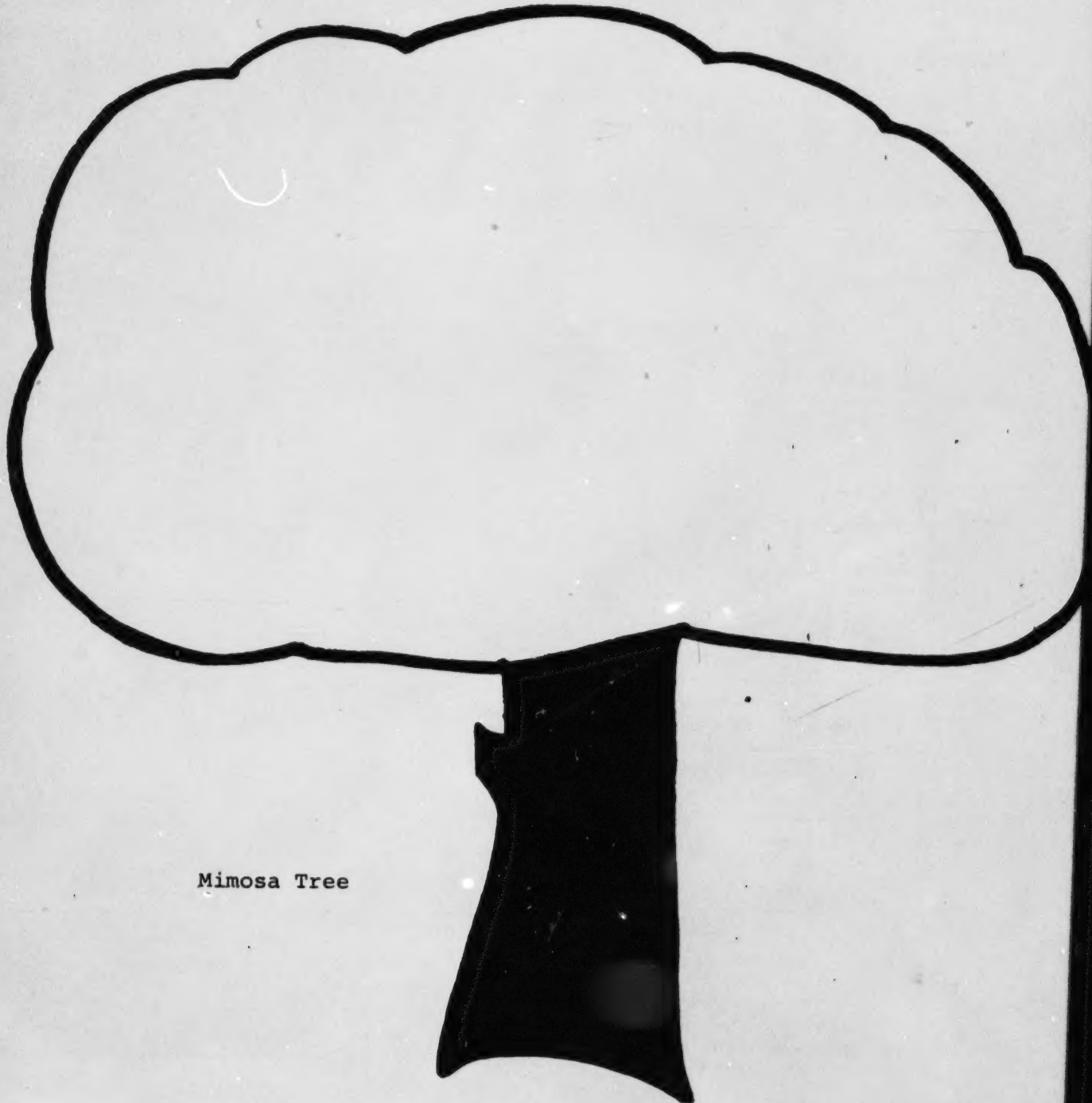




Willow Tree



Oak Tree



Mimosa Tree

LESSON EIGHT

Performance Objective

The student will expand his concept of the term problem to learning how to do something.

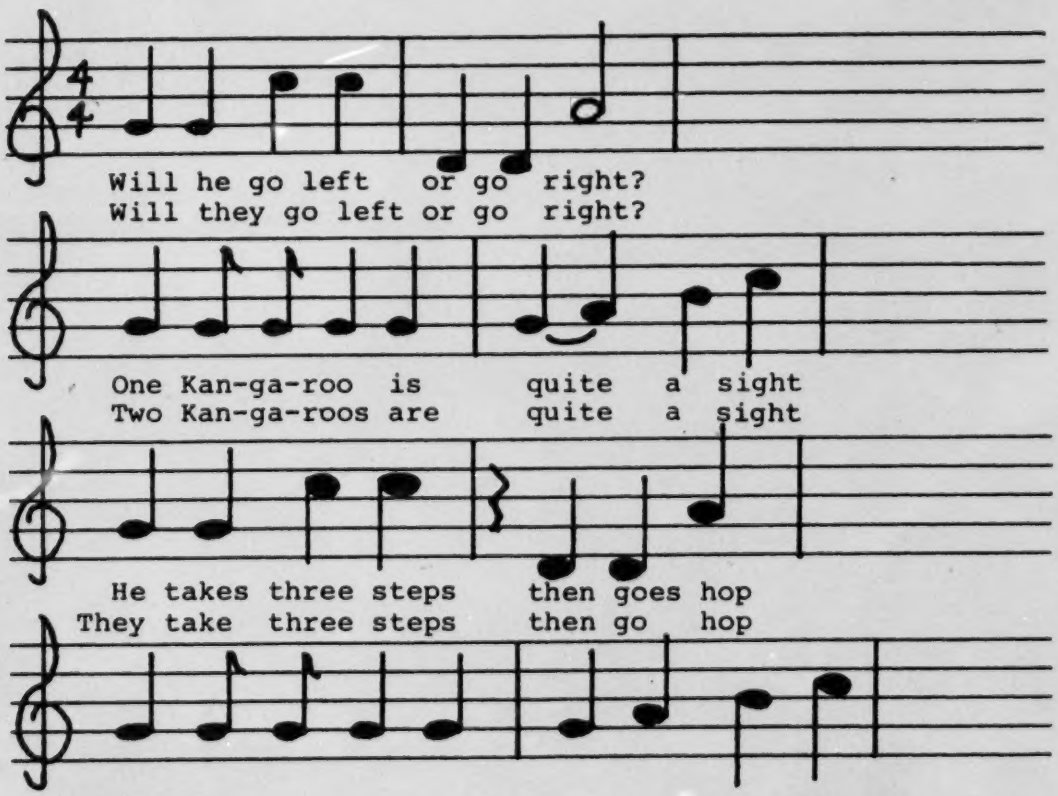
You will need

Crepe paper

Preliminary Tasks

1. Several days before this lesson, teach children the following song:

KANGAROO FUN


Will he go left or go right?
Will they go left or go right?
One Kan-ga-roo is quite a sight
Two Kan-ga-roos are quite a sight
He takes three steps then goes hop
They take three steps then go hop
Then calls to a friend They'll ne-ver stop!
Then call to a friend They'll ne-ver stop!

2. Prepare a crepe paper strip for each child, about 1 1/2" wide, 12 to 15 inches long.

3. Also teach the conga step (step, step, step, hop). Say, "We are going to learn a new game, but before we can play it we have to learn how to walk in it. You each will begin by walking on your left foot, so I would like each one of you to tie a strip of crepe paper around your left ankle." Teacher may then check to see that all are properly "tagged".

4. Say, "Now that we know which foot to start with, we will learn how to walk in this game. Start with your left foot, take 3 steps and then hop." Demonstrate: On the hopping step, throw the right foot to the side, not the front. After you demonstrate, ask for several volunteers to demonstrate. Then form the class into a circle and have them all practice the step. You may want to have them practice this much of this activity several different days.

Time

Several 15 minute periods on different days and one 20 minute period

Introduction

Starting with the student's concept of problem as related to mathematics, understanding will be expanded to include the term as related to learning how to do something new, in this case learning a new game using the conga step.

Learning Activity

1. The teacher will put several types of math problems, using formats familiar to the children, on the chalkboard. Say, "You know we call these math problems. These are addition problems, and these are subtraction problems, and we can find the answers. But problems aren't just things we find answers to in math; learning how to do something can be called a problem also. We need to find an answer to how to do it. Today we will learn how to play a new game."

2. Now you are ready to combine the song they have learned previously, with the step into a game. One person starts by bending over and moving around the room using the step as everyone sings. On the words, "Then calls to a friend, etc.," the first person chooses someone to join in. The second person takes place behind the first and places both hands on first person's hips, and both move around the room as wording becomes

   "Will they go left or go right?
   Two Kangaroos are quite a sight.
   They take three steps then go hop,
   Then call to a friend, they'll never stop!"

   This time the 2nd person chooses the 3rd person to join in. Continue in this manner. If this is a large class it may be desirable to start with two or three lines at once so the lines won't be too long, and everyone will have a chance to play. Allow the amount of time for playing the game that you desire, then ask the children to be seated.

3. Say, "Today our problem was to learn how to play the Kangaroo Game. How did you learn to do something new? (By listening carefully, following directions, and practicing.) Tell me some other things you have had to learn to do that were problems." (Write, read, tie bows, etc.) Encourage general participation; stressing that problems we have about learning to do something new can be solved by listening, following directions and practicing.

Summary

Sometimes when we talk about problems we are talking about math problems, but today we have found out that learning to do something new is also a problem - we have to learn how to do it and practice until we can. Today, you listened while I explained how to play a new game. You listened hard and then we practiced. In our next lesson we will learn about a different kind of problem and how we can find an answer to solve it.

LESSON NINE

Performance Objective

The student will expand his concept of the term problem as relating to learning how to make something.

You will need

Beans, oblongs of old sheet or other rags or paper towels, waterproof containers such as layer cake pans (boxes lined with aluminum foil are satisfactory), ditto master--How to draw cat, construction paper, stapler, paste

Preliminary Tasks

1. Several days before this lesson ask children to bring a piece of old sheet or other type rag, approximately 7 x 12". There should be one available for each child. A simpler way is to use paper towels.

2. 2 evenings before you plan to use them, soak enough dry beans so each child may have 4 or 5.

Time: 30 minutes

Introduction

Remind the children that in the previous lesson they solved the problem of learning how to do something that was new to them and today they will have a different kind of problem--learning how to make something which is new to them.

Learning Activity

1. Say, "The problem we have to solve today is to learn how to make a rag garden. When we are learning to do something new there are several ways to find out how--who can think of one?" Possible answers: Ask someone who knows. Read about how to or have someone read the directions to you. Experiment.

"Today, since I already know how to make a rag garden, I am going to show you how. For you to learn how from me, you will need to listen, ask questions when you don't understand, and follow directions."

2. Say, "Do you know what a rag garden is? It is a way of growing seeds into little plants so that you can watch it happen. Now follow my directions and do it along with me."

3. "The first thing we do is take a cloth (or paper towel) about this size (hold up a piece about 7" x 12"), and place it flat on your desk with a short end at the top of the desk." (Check to see everyone has it right.) Since your rag garden will be stored with those belonging to the rest of the class, I would like you to use a dark crayon and put your name in the center of the end, at the top of your desk--on the short side, not the long side. (Demonstrate) "Press hard so the name will show up well."

4. Now each person will need to wet the cloth. (Indicate how and in what order you want them to do this.) Tell them to squeeze the water out, and place the rag with the name side down on the desk.

5. Give each child 4 or 5 previously soaked beans. Say, "Put the beans in a long row in the center of the cloth with some space between them. Don't place them clear to the ends of the rag. Now fold one long side over until it covers the beans. Fold the other long side over until it covers the first long side." (This places the beans in the center 1/3 of the rag with folds on each side to prevent drying out.) "Now start at the end without your name on it and roll it up."

6. When everyone has formed his "garden" into a roll, have students place them in pans (or foil lined boxes). Using a separate container for each row or group will cut down on confusion each time children get them out to check on growth. Place foil lightly over top of gardens and put in a dark place. Keep the rags damp by watering lightly every other day or so. On the second day after making the gardens, check for the first time for growth by unrolling the rags. This may be done each day. After

a good root system has developed (and the primary leaves), children may want to take them home to plant outside.

7. On the day you let the children take their rag gardens home, proceed with this follow up. First discuss how you solved the problem of learning to make a rag garden. (You listened to my directions and you followed them.) Say, "When we began our problem we thought of three ways we might learn how to do something new. What were they?"

   a. Ask someone who knows
   b. Follow written directions
   c. Experiment

   "Let's try to learn how to draw a cat by following these written directions." Pass out ditto masters to each child. Even those who can't actually read can follow the pictures.

8. The third way we can learn something new is to experiment. This way means there are no directions and you have to decide on a way to make something. Our problem is to make a hat of some kind from this piece of paper (large construction paper) using scissors and paste. Pass out materials and emphasize that each child should try to solve this problem his very own way.

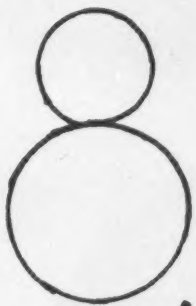
9. In conclusion, again refer to the three methods. Emphasize that when you have the problem of learning how to make something new you must first decide on the best way to learn how.

Summary

Say, "In our Kangaroo game we found out that learning to do something new is a problem and in making our rag garden we discovered that learning to make something is a different kind of problem. You learned 3 ways to solve this problem: (1) ask someone who knows and follow their directions, (2) follow written directions, and (3) experiment. You listened while I explained what a rag garden was and how to make it and you followed my directions. Then you did it. Now that you have learned how, you can show someone else."

DRAW A CIRCLE LIKE THIS

DRAW A SMALL CIRCLE ON TOP LIKE THIS



DRAW TWO TRIANGLES (Δ) ON TOP OF SMALL CIRCLE

DRAW A TAIL LIKE THIS

DRAW THE CAT'S FACE

NOW YOU CAN DRAW A CAT

LESSON TEN

Performance Objective

The student will become acquainted with the first two steps of the problem solving process and will be able to use them in practice situations.

You will need

Chart - 4 steps in problem solving

Time: 30 minutes

Introduction

This lesson gives students an understanding of several meanings of the word problem, and introduces and provides practice in the use of the first two steps of the problem solving process.

Learning Activity

1. The instructor will display the chart showing the 4 steps of the problem solving process, keeping all the steps covered so that attention can be concentrated on the step being discussed. If the chart is not available, the heading may be written on the chalkboard followed by the steps when called for. Explain that the class will be working on problem solving. Expand the concept of "problem" -- that we don't mean just a math problem, but a problem also might be a question we need an answer to, such as: What shall our next art project be, or, What shall we do about the noise when the teacher is talking. Draw several other examples from the class.

2. Say, "Whatever the question is that we need an answer to, the first thing we need to know is exactly what is the problem. (Uncover the first step of the problem solving process.) Ask the class to read it with you. Say, "If we state the problem in the form of a question perhaps we can understand it better. In this nursery rhyme let's see if we can state the problem in the form of a question:

"Old Mother Hubbard went to the cupboard
to get her poor dog a bone,
When she got there, the cupboard was bare,
and so the poor dog had none."

Ask, "What do you think is the problem?" Write children's ideas on chalkboard. Work with students on thinking through and phrasing the problem until you have a satisfactory statement, helping them see that the real problem is not the bare cupboard, but that the dog needs food. Write it on the chalkboard (Possible question: How can Mother Hubbard get a bone (or food) for her dog?)

3. When the question has been established, say, "Now we are ready to think of ways this problem could be solved." Uncover the 2nd step on the chart and ask the class to read it with you. Re-read the statement of the problem in connection with Old Mother Hubbard and ask the class "to brainstorm" it with you, explaining that brainstorming means that everyone makes suggestions. Try to get suggestions from everyone. As suggestions are given, list them on the chalkboard or on a large sheet of butcher paper where they can be saved for use in the next lesson.

4. Now remind the children of the rhyme:

"Little Boy Blue, come blow your horn,
The sheep are in the meadow, the cows are in
the corn
Where is the little boy who looks after the
sheep?
He's under the haystack, fast asleep."

Help them to look further by giving them an understanding of how a farmer would feel about sheep and cattle being in places they weren't supposed to be, ruining his crops. After children agree on the problem (possible statement: How can the farmer get the animals back where they belong?) ask them to check what the next step on the chart is. A student may read it aloud. Now ask for suggestions for solving the problem, reminding the children that they are brainstorming and that when a group brainstorms a problem it is desirable for each person in the group to make a suggestion. Be very accepting of statements by the student, writing them on the chalkboard or a large sheet of paper to save for the next lesson. Make no effort to choose the best solution at this time.

5. After you feel all suggestions have been given, point out that "Today we learned about the first 2 steps of the problem solving process: State the problem and list all possible solutions for it. Our next lesson will be about the next two steps." (They are still covered on the chart.)

Summary

The first two steps of the problem solving process have been introduced and the class has applied them in two situations.

CHART

STEPS IN PROBLEM SOLVING
1. State the problem.
2. List all possible answers (brainstorming)
3. Choose the best.
4. Make plans and carry them out.

LESSON ELEVEN

Performance Objective

The student will become acquainted with the 3rd step of the problem solving process and will use it in several practice situations.

You will need

Chart - 4 steps in problem solving

Time: 30 minutes

Introduction

This activity introduces the third step of the problem solving process, making use of information established in the preceding lesson.

Learning Activity

1. Say, "You remember that we had a lesson which taught us about the first two steps of the problem solving process." Point to the first step on the chart and ask the class to read it with you. Remind the class of the problems they stated in the previous lesson and point them out. (You have retained them on the chalkboard or on butcher paper.)

2. Call attention to the second step on the chart in the same way and to the list of solutions which the class had produced by "brainstorming."

3. Tell them that now they are ready to work on the third step. Uncover it on the chart and have the class read it with you. Explain that now that we have all these ideas we will choose the one we feel is the best. Point out that in a real situation the person or persons involved would make the decision about what would be best for them, but since this is a practice situation, we will use our judgment. Ask for someone to volunteer a suggestion about what idea might not work out well, and

why. If the majority of the class agree, draw a line through it (do not erase it as one which is eliminated may ultimately be the best solution.) Continue this process until the best answer is determined. If one or several students seem stubborn, holding out against the rest of the class in not wanting to eliminate a certain solution, ask each which they think is the best solution. In most cases they will identify a different one; point out that if a different one is in their opinion best, they will have to eliminate the other one since they are choosing only the best.

4. Repeat procedure with the list of solutions suggested for "Little Boy Blue." If some class members did not participate on Old Mother Hubbard's problem, perhaps they can be encouraged to do so on this new problem. Do not insist on this, however. Point out that we can use these steps we are now learning in solving problems in our own lives; if we develop a habit of using them we will usually find better ways to work out our problems.

Summary

In this lesson the first two steps of the problem solving process have been reviewed, the third step has been introduced, and practice given in using it.

LESSON TWELVE

Performance Objective

The student will know the fourth step of the problem solving process and will use it in a practice situation.

You will need

Chart - 4 steps in problem solving

Time: 60 minutes

Introduction

This lesson is planned to introduce the fourth step in the problem solving process and to give practice in the use of it and the first three steps.

Learning Activity

1. The instructor will say that the class is going to spend some time on an outdoor activity but that she has not decided specifically what it shall be. Ask the students if they will join with you in applying the problem solving steps to this situation. This lesson may involve a fairly large block of time if the problem solving and the activity, as chosen by the children, are done together. It is permissable to carry out the problem solving process separately from the chosen activity. However, ideally they would be carried out together so that the feeling of commitment is strong.

2. Write students' suggestions of step 1 on the chalkboard. (What outdoor game shall we play?)

3. Get suggestions from as many people as possible, including yourself, since you are part of the group. You may have a new relay or game you would like to introduce. Accent the idea that they are <u>brainstorming</u>.

4. Now start eliminating ideas until the one which is best is left. As children suggest something to be eliminated,

ask that they give reasons why they think it should be taken off the list. Be sure there is agreement among most of the students before eliminating a suggestion.

5. When the best idea has been chosen, tell students that they are now ready for the last step of the problem solving process. Uncover it on the chart and ask the class to read it with you. Ask them what plans need to be made so they can play the game they have chosen (teams, equipment, space, who is first, referee, etc.). List as things are mentioned, then make decisions on them.

6. When all plans are made, say that you would like a commitment from each person that he will participate in carrying out the plans. Explain that commitment is the same as promise, that making a commitment is the same as promising. Ask each person who will make a commitment to the plan the class has designated, to stand. It is important that each person feel the commitment physically. In case there should be a real "rebel" who refuses to make a commitment, he should still be considered a part of the group and should remain with it; he stays with the group, but does not participate.

Summary

This lesson has introduced the fourth step of the problem solving process and has given practice in the use of it and the other three steps. Understanding of brainstorming is reinforced, and the term commitment is introduced.

LESSON THIRTEEN

Performance Objective

The student will apply the problem solving process to a problem.

Time: 30 - 40 minutes

Learning Activity

1. Tell the children that today each of them has a problem to solve. The problem is that they must choose an animal to act out before the class and the class is to guess the identity of that animal.

2. Tell the children that first they will brainstorm together to think of as many animals as they can and that you will list them on the chalkboard. Check their understanding of brainstorm.

3. List as many animals on the chalkboard as the children think of, then tell the students each may make a choice, deciding what they will do in the one minute they have before the class. Remind them to use their bodies and their voices if the animals make noises. For example, one student might decide to be an elephant--as he stoops over one arm could act as his trunk, throwing water up over his back. He could make a "trumpeting" sound.

4. After the student performs he then lets the children guess what animal he is portraying.

5. When each student has had an opportunity to perform, remind the students that they have solved the problem of the day by:

   a. Brainstorming together all possible animals they could use.

   b. Choosing the best for them, individually.

   c. Committing themselves to performing for the class.

   d. Followed through by performing and allowing class members to guess what they were doing.

Summary

Review with the children the problem they solved today. Briefly review the terms brainstorming, commitment, and follow-through. If you have time you might want to discuss school related problems that can be solved through the problem solving process.

LESSON FOURTEEN

Performance Objective

The student will join with other class members in applying the problem solving process to a group problem.

You will need

2 balls - same size (volley ball type), or 2 erasers, or 2 bean bags

Preliminary Tasks

There must be an uneven number of children in the room for this activity to have sufficient impact. If there is an even number enrolled, you may:

1. Hold this activity until absences provide an uneven number.
2. Ask one child to do something for you (a desirable task) in another part of the school.
3. Borrow a student from another room, using an excuse which would seem reasonable to the students in your room.
4. Ask one student to "referee" one line while you referee the other.

Time: 40 minutes

Introduction

This activity will involve the students in a real life situation which will give them practice in using the problem solving process.

Learning Activity

1. Say, "Today we are going to run a relay." Be sure students understand the meaning of relay. "This will be

an over-the-head relay. There will be two teams and each team will have a ball. The members of each team will line up in back of each other, single file, facing the front." Choose several students to line up in back of you to demonstrate. Say, "Give the ball to the person in back of you by holding it with both hands and passing it over your head. Don't throw it, and be sure the person in back of you has a firm hold on it before you let go. When the last person in line receives it he runs to the head of the line and the ball is started down the line again. The team whose first person gets back to the head of the line first is the winning team." Demonstrate with children in back of you.

2. After the demonstration answer any questions concerning the game itself. Then say, "Now we need 2 even teams; how many children are here now?" When it is discovered that there is an uneven number of children in the room, say, "It seems that we have a problem to solve. How can we play so that each team has an equal chance to win?" (Write this on the chalkboard.) Ask the children to brainstorm this problem, reminding them that suggestions are wanted from everyone.

3. As ideas are given, write them on the board. This is important. All ideas should be listed as given so all may be considered by the entire group. Get as many ideas from as many different students as possible. Do not allow evaluation of the idea at the time it is given. It is desired that all children feel free to make a suggestion without it being laughed at or put down. Point out that the advantage to using brainstorming is that everyone is included but that the idea we would most like to use can't be identified until all the ideas have been given.

4. When no further ideas are presented, ask for children to start identifying ideas they feel will not work and why. As each idea is considered for elimination, be certain there is group consensus before marking through an idea. (Do not erase as it may be necessary to use a previously eliminated suggestion.) Occasionally you may find one or several "hold-outs" who refuse to agree to discarding an idea. In this case, ask each one separately if in his opinion, this is the best idea listed; generally he will be able to see that there is a better one. Point out that since you can have only one best idea, that the one he is holding out on will have to go.

5. When the most satisfactory answer has surfaced, explain that now we need to plan how to carry it out. Guide the children in making any arrangements needed which, of course, will vary with the idea decided upon. After plans have been made, commitment to carrying them out may be demonstrated by having children stand if they accept the plans. Remind them that commitment is the same as promising to carry out the plan. Physical display of commitment makes accomplishment of the plan more probable.

6. Carry out the plans.

Summary

The students have followed a definite process in solving a problem involving the class: identified the problem, listed many ways to solve it, chosen the best, planned how to carry it out, and then did so. The meanings of terms brainstorming and commitment have been stressed.

LESSON FIFTEEN

Performance Objective

The student will join with other class members in applying the problem solving process to a group problem.

You will need

Glass jar with screw-on lid, box or container with a key, treats

Preliminary Tasks

Place a treat (balloons are inexpensive and suitable) for each child inside a box which has a key. Lock the box and place the key inside a glass jar which has a screw top; screw on top so tightly that a 7 or 8 year old child would be unable to unscrew it.

Time: 45 minutes

Introduction

Remind children that in the previous lesson they had learned to solve a problem by using certain steps: they had solved the problem of having an uneven number of players when they needed an even number. Ask them to recall what was the first step (stating the problem); remind them that you wrote it at the top of the chalkboard. Then have them recall the further steps ("brainstorming", choosing the best way, carrying out the suggestion).

Learning Activity

1. Tell the children that today you, and they, have another problem which they need to solve. Show them the jar and the box, and explain that you have a treat for them inside the box, but the key is inside the jar and that you are unable to get the lid off. Immediately many will offer to open it for you. Allow several children to try. (For this reason, the lid needs to be on very tight.)

2. When it becomes apparent that they are not going to be able to open it, ask them if they will use the problem-solving steps to find the best way to get the key. Write the problem at the top of the chalkboard as they give it to you.

3. List all suggestions as they are given. Remember to allow no discussion at this point. After all suggestions are listed ask them to eliminate the ones which seem to be the least probable to solve their problem: at this time they should give their reasons for eliminating the suggestion. Be sure there is a consensus on the elimination. If someone seems unduly reluctant to eliminate an idea, ask if they feel that it is the one they want to use, since if it is not then it must be removed.

4. When the best solution has been identified, make any plans necessary to carry it out and proceed according to plan. If that plan does not succeed in getting the jar open, the process will need to be repeated.

Summary

This activity has reviewed for the students four steps which may be used in solving any problem, and has given them practice in using these steps.

LESSON SIXTEEN

Performance Objective

The student will join with other class members in applying the problem solving process to a group problem.

Time: 30 minutes

Introduction

Remind students that they have been using a definite process for finding solutions to problems. Compliment them on their ability to use it successfully. Tell them that this same process is of great help in solving any problem which people have and ask them if they will work on solving something which is a problem to everyone in the class. With this agreement, proceed as follows.

Learning Activity

1. First it will be necessary to do some brainstorming to identify a problem which the children are willing to work on. As the children make suggestions, list them on the board (name-calling, fighting, pushing in line, rock-throwing, etc.) The teacher, after ascertaining that they consider her one of the group, may also make suggestions of things in the life of the class that are problem to her. When all suggestions have been made, members of the class may start eliminating until consensus has been reached on which problem they are willing to deal with. Re-write it at the top of the board.

2. Now ask students to brainstorm ways the identified problem can be handled so that it will no longer be a problem to the members of the class. As these suggestions are given, list them on the chalkboard under the statement of the problem. As in previous lessons, prevent discussion as suggestions are made, working always toward developing an attitude of acceptance in the children of each person's ideas.

3. When all ideas have been given and are listed on the chalkboard, start the elimination, requiring specific reasons why the idea is not as apt to be successful as others.

4. When children have made their decision about which method they wish to use in dealing with the problem, help them make any plans necessary. Be sure to ask for an indication that each person has made a personal commitment to work at making the agreed-upon solution successful by having them stand; there seems to be better involvement when physical energy is expended. Also include a time to evaluate the results of the plan, as several days or a week later. If at that time the plan is not working successfully the entire process may be repeated. Point out that evaluation and re-planning are part of the problem solving process.

Summary

This lesson is an introduction to using the problem solving steps in connection with personal problems or problems between people. It will be very helpful in getting children into the habit of using a methodical approach to problem solving if the teacher will be consistent in using these ideas in handling problems as they arise in the school situation.

LESSON SEVENTEEN

Performance Objective

The student will participate in a problem solving exercise and will relate the process to solving personal problems.

Time: 30 minutes

Introduction

In this lesson the children will review the four problem solving steps and discuss how this process could help them solve a personal problem.

Learning Activity

1. Review with your class the four problem solving steps. Elicit these steps from your children and write them on the chalkboard.

2. Ask the children if they feel the problem solving process might be helpful to them in their own problem solving. Allow a short time for discussion.

3. Present a hypothetical case to your children and write it on the chalkboard. You may have a problem you had with a student or students and want to pursue that. If not, the following problem solving situation could be used: Michael, who was in the (second/third) grade, had a problem with his teacher. She was always telling him to work faster, and no matter how hard he tried he felt he could not work any faster. The teacher kept saying, "Hurry up, Michael, you are always late with your work. Get busy, Michael. Put your mind on your work." This made him feel very bad. Michael decided he needed to think of all of the things he could do about his problem. Here is his list: (Write these on chalkboard as you state them.)

    I could talk with my teacher about my problem; maybe she doesn't know how I feel.
    I could ask her to give me less work.
    I could try again, to work faster.
    I could pay more attention in class.

Michael thought about all of the things he had stated. (Mark through the first solution as you read this.) He decided he didn't want to talk with his teacher because he was kind of afraid that she might scold him. (Mark through the second solution as you read this.) He did not want to ask her to give him less work because the other kids might call him "baby" and laugh at him. (Mark through the 3rd solution as you say this.) He couldn't just try to work harder because he had tried that before and nothing happened. When he thought about trying to pay more attention in class he became kind of interested because he realized that he hadn't ever <u>really</u> tried to pay attention in class. He knew that he spent a lot of time in shoving or poking anyone who walked past him. He knew, too, that he spent some time in breaking his crayons and rolling them back and forth on his desk, and in looking out the window. Yes, he needed to pay more attention in class and then he might be able to get more work done. Michael made a commitment; he decided to really try to pay close attention in class for the rest of the year. With this in mind he was well on his way to solving his problem.

4. Allow some time for discussion of the Problem Solving case. Ask if they can think of other solutions Michael might have considered, and which solution they would have chosen and why.

5. Now ask for someone to volunteer a personal problem as, one they have with another child, with teacher (you or other), babysitter, etc. If there are no volunteers, you may contribute one of your own. If neither of these is possible, the following may be used:

   Lisa is worried and afraid because two older boys have said they are going to "get her" after school.

   Have the class work through it as with Michael's problem. It is important here that the student realize that the problem solving process is a tool for him to use personally.

Summary

Summarize the lesson by reviewing the four Problem Solving steps and the problem solving case (or cases) the class has worked on in this lesson. Remind students that this process can be used by them to solve their own problems. The teacher is urged to make reference at appropriate times in the future to the ideas covered in this unit and to encourage the students in using the problem solving process both individually and in groups.